

Key and explanation

Test 1

PAGE 7

Reading and Use of English Part 1

1 D 2 B 3 A 4 C 5 D 6 B 7 A 8 D

1 D

questioned can be followed by *whether* and an open question; in this sentence *argued* and *decided* would be followed by *that* and the subject's point of view, *disputed* is used to show disagreement with someone else's point of view and is not followed by an open question.

2 B

agreed can be followed by the preposition *on* and in this context could be rephrased as 'no-one has ever agreed what the criteria are'. You can *write and debate* on a subject but these verbs do not collocate with 'criteria'. *Concur* can be followed by the preposition *with* and often has no object e.g. *All the leaders concurred*.

3 A

You can *judge* someone based on a set of criteria/guidelines/conditions. To *appreciate* something is to recognize its importance or value, and you would not need a set of criteria to do this. We use *view* in this way: She is *viewed as* beautiful by many people. You would *award* someone a *prize* (for their beauty).

4 C

to the human eye is a fixed expression. We could say that symmetry is an important *part* of human *appearance*. *Sight* and *vision* refer to the ability to see e.g. He has poor/good *vision/sight*.

5 D

We can use *similarity* to say that two things share something in common; in this context, the two sides of a person's face. *Equality* is used in the context of having the same status, rights or opportunities. You could say '... so a face may seem beautiful because one side *is a reflection* of the other'. *Opposition* can sometimes be used in this way: There is great *opposition* (a big difference) between his idea of beauty and mine.

6 B

We use *rate* in this way: to *rate something as* attractive/ugly/good/bad etc. We usually say: People *voted for* the younger candidate or The students *voted to* go home early. You can say Andrea was *selected* (chosen) *as* the winner of the competition. -and- The employees all felt *valued* (seen as important) *by* the company.

7 A

constitutes is used in this way: four papers *constitute* the Advanced exam - or you can rearrange this as: The Advanced exam *comprises/contains/involves* four papers.

8 D

an important *factor* means an important thing that has influence - in this context - on our decision about what makes someone beautiful. We use *reason* to explain our motivation for doing something i.e. Getting a good job is an important *reason* for me to learn English. We cannot use *one* because there is no singular subject or object that it can refer back to.

PAGES 8-10

Reading and Use of English Part 2

Further Practice and Guidance (pages 9-10)

A detailed study

A

- 0 **which:** non-defining relative pronoun that connects the previous clause to the second.
- 9 **of:** *this forms part of the phrase 'to be symptomatic of'. The whole phrase could be replaced with 'indicative of' or 'a typical symptom of'.*
- 10 **so:** *so far* means 'until now'.
- 11 **Despite:** *Despite* means the same as *although* but it is followed by a noun phrase. *Although* is followed by a whole clause.
- 12 **by:** *mean* ('intend' or 'have in mind') collocates with *by* in this context.
- 13 **who:** *who* is used to connect the verb *write* back to *those* ('people').
- 14 **what:** (not *how*) This word can be used when referring forward, e.g. *What you need is a good holiday. He didn't realize what was going to happen next.*
- 15 **even:** *even so* means 'despite this', e.g. *He worked really hard; even so, he didn't get the promotion.*
- 16 **does:** *as does* means the same as 'so does'. Compare *I live in Madrid as does my sister* to *I live in Madrid. So does my sister.*

B

- i Despite/In spite of
- ii Although/Even though
- iii However
- iv Although, Even though, Whereas
- v whereas
- vi however
- vii Despite/In spite of
- viii However, Nevertheless
- ix Despite/In spite of

9 of 10 so 11 despite 12 by 13 who 14 what
15 even 16 does

PAGES 11-13

Reading and Use of English Part 3

Further Practice and Guidance (pages 12-13)

A detailed study

- a i argumentative (*adj*) (negatively) describing a person who likes to argue
- ii argument(*n*) an angry disagreement between two or more people
- iii arguably (*adv*) used to say you are not completely certain if something is true or right
- b i visually (*adv*) in a way that is related to the appearance of something
- ii visualize (*v*) to form a picture of someone or something in your mind
- iii visible (*adj*) clearly seen/obvious
- c i informed (*in this case it is an adjective but it can also be the past form of the verb*) describing a choice or decision made on good information

- ii misinform (v) to give someone the wrong/false information about something
- iii informative (adj) describing a person or thing that provides a lot of useful information
- d i perfectly (adv) in a way that could not be better
- ii perfectionist (n) someone who always wants things to be done perfectly
- iii perfection (n) a state in which someone or something is perfect or as good as they can be
- e i residential (adj) describing an area in which most of the buildings are houses
- ii resident (n) someone who lives in a particular place
- iii residence (n) (formal) a house or a place where someone lives
- f i titled (adj) Lord/Lady etc
- ii entitled (v. passive) to give a title to a book/song etc
- g i admittedly (adv) used to say that you admit something is true, although it makes your argument weaker
- ii admission (n) the amount of money required to enter a place such as a gallery/museum etc
- iii admittance(n) (formal) permission to enter a place or join something
- h i diversified (in this case it is the past form of the verb but it can also be an adjective) to develop into something different or to add to what you already do
- ii diversely (adv) describing how something is treated or dealt with in different ways
- iii diversity (n) the existence of a variety of people or things within a group or place

- 17 arguably 18 visually 19 informative 20 perfectionist
21 residents 22 entitled 23 admission 24 diversified

PAGE 14
Reading and Use of English Part 4

- 25 was under/had (got) the impression][that Sue
26 (his/him) having a/his reputation for][being
27 as if you][did not/didn't get/have
28 can't/couldn't possibly][have run
29 him to pay no/him not to pay/him against paying][attention to
30 there is little/not much][chance of

PAGES 15–18
Reading and Use of English Part 5

Further Practice and Guidance (pages 17–18)

A detailed study

- 31 A Posterity means 'future or succeeding generations of people'. In the text, this could be the writer Rebecca Hunt, or people visiting the Imperial War Museum.
B No. The writer only says that she was a conscientious diary-keeper, which means that she never failed to write regular entries. There is no information about whether or not her aunt wrote a diary out of a sense of duty.
C The writer behaved in a melodramatic way by throwing her diary in the bin, and her aunt set fire to hers. However, the great-grandfather appears to have been a more restrained, thoughtful person.

- D A synonym for 'cautious' is the adjective 'considered'. However, we have no information about the content of the aunt's letters, and therefore no comparison is made.
- 32 A The reference to fiction is the writer's new novel *Everland*. However, she does not say that it is about Scott, only that she had depended on it in some way.
B Yes. *Scott, I suspect, never had it in mind for his (diary) to be made public*.
C It might be an invasion of privacy to remove a diary from Scott's pocket after he died. However, the writer only says that she found his diary 'absorbing', meaning 'very interesting'.
D Both are polar explorers who undertook an 800 mile journey. However, there is no information about the way that Shackleton felt about this similarity or other people's view on it.
- 33 A No. The writer *does* seem impressed by the journey. (*Incredibly, they made it*.) She doesn't suggest that Shackleton has made the journey seem worse than it really was.
B *smaller, spikier aspects*. Previously in the same sentence the writer says that it was natural [a good idea] that Shackleton focused on the *larger triumph of the rescue* rather than less important details.
C Perhaps *South!* does include a lot of factual information, but the writer focuses largely on the emotion it contains: *a spirit of cheerfulness/conflict and anguish/lonely nights/determination*. Does the writer say that these two things are given equal attention in the book *South?*
D *Spirit of cheerfulness* means that the book has an optimistic and bright tone. This *permeates* [fills] the book.
- 34 A His men are referred to in the line *the distance that Scott and his men have left to travel becomes impossible ...* and *people irritate him ...* He might have encouraged them by making a speech etc, but the writer does not mention this. She only refers to the *unflinching determination* expressed in his diary.
B Scott and men ran out of supplies [food, water, medicine] and their health was very bad. Although Scott was the leader, the writer does not mention whether he took responsibility or not.
C 'Unambiguous' in this context means 'clear'. The writer says that the diary shows that Scott was both determined [to survive, to complete the journey home] but also full of despair. Scott therefore doesn't *clearly* say 'I know we aren't going to survive'.
D Yes. The writer says that Scott wasn't satisfied with his men's performance and thought they could sometimes be incompetent. However, he was also impatient with himself, especially in regard to his own laziness.
- 35 A *a misrepresentation of events*. In the whole sentence, the writer says that 'editing' or 'revising' can actually be a good idea. This rules out option A as it says that altering the truth cannot be justified.
B Yes. She says that *such edits* can *reflect the diplomacy of retrospection*, meaning that people can give events more careful consideration after a period of time has passed. She gives the example of Captain Oates' letter to his mother to support this idea.
C The writer says that soldiers saw Scott as an iconic, inspirational figure. However, Scott did not edit his diary, and nor did the publishers, so he was never 'misrepresented'.
D *a newer ... form of biography*. In this context, 'discreet' means 'being careful not to reveal private information' whereas 'sensational' means 'revealing and scandalous'.

- 36 A 'to disappear'? No. The writer does not say whether Scott became more or less famous.
B 'classify'. The writer only says that it *would* be wrong to regard the expeditions as failures. She does not say that the public now has the wrong idea about the value of these expeditions.
C *he experienced it*. Both Scott and the readers of his diary are *blind to what the next 24 hours will bring*. Therefore, the expedition feels more like a shared experience to the reader.
D No. The writer only makes the factual observation that it took a long time for Shackleton to become famous. She doesn't make a general point that this is something that often happens regarding fame.

- 31 A 32 B 33 D 34 D 35 B 36 C

PAGES 19–22
Reading and Use of English Part 6

Further Practice and Guidance (pages 21–22)

A detailed study

- Question 37 1 vi 2 ii 3 iv 4 v 5 iii 6 i 7 viii 8 vii
Question 38 1 vi 2 iii 3 i 4 ii 5 iv 6 v
Question 39 1 iii 2 iv 3 vi 4 v 5 ii 6 i
Question 40 1 v 2 vi 3 ii 4 i 5 iv 6 iii

- 37 D 38 D 39 B 40 A

PAGES 23–24
Reading and Use of English Part 7

- 41 C 42 G 43 A 44 D 45 F 46 B

41 C

The last sentence in C states *the kakapo also has a unique breeding system*. This is further explained in the next two sentences of the following text: *Males gather at an arena to compete for females. After mating, the females raise their young alone*. C also describes the unique features of the kakapo: its appearance, the noises it makes and the important fact that it can't fly. In the following paragraph, Don Merton says that these unique features/peculiarities have made the kakapo *vulnerable*, in other words, easy to attack.

42 G

In the paragraph above 42, we read that before man arrived, the kakapo's only enemies were birds who found it difficult to find them as their green colour meant they could hide in the forest. G says that when men arrived *it was a different story*. In other words, the situation changed. They brought dogs and rats which killed kakapo. At the end of G, it says that people believed the kakapo was extinct. The text under 42 then shows that this belief was wrong: Merton found one bird that was still alive.

43 A

The text above 43 says that the team thought the kakapo were safe and then discovered they were still being killed in large numbers. The first two sentences in A say that the team then began to carry out

a rescue operation by moving the kakapo to islands where there were no cats, stoats or possums. Unfortunately, there were rats on the new islands – but in the text under 43, it mentions that the team were trying to catch the rats with traps.

44 D

The last sentence of the text above 44 mentions that the team successfully moved the birds to Maud and Codfish Island where they were safe. D starts with *persuading the birds to breed was the next harder step*. This contrasts with the easy success of moving the birds. D also mentions the fact that the birds only breed when the rimu trees produce many seeds so that they have plenty to eat. The text under 44 mentions that the team try to find a diet/food that the birds like. The birds become healthier with the extra food, but still don't breed. The text mentions the rimu tree again, saying that the birds seem to be waiting for it to produce a lot of seed.

45 F

The text above 45 indicates that the birds will not breed until the rimu tree produces a lot of seed, so they have to let nature *take its course*. This means that they have to wait for the rimu trees to mast. The last sentence of F states that the team *recognized the fact that it was only the rimu tree that would turn things around* [change the situation]. The text under 45 begins with *Armed with this ... knowledge. The fact and the knowledge* both refer to the understanding that kakapo breed according to good seed production.

46 B

The text above 46 mentions that the team are using electronic monitoring equipment. The last sentence of B says that the birds don't realize they are being watched by *electronic eyes*. B also says that the females look for a *mate* [a breeding partner] – and the text under 46 mentions the result – a large group of kakapo chicks.

PAGES 25–26
Reading and Use of English Part 8

- 47 D 48 C 49 E 50 B 51 E 52 C 53 E 54 A 55 B
56 D

47 D

The answer can be found in these lines ... *a story later generated by the rivalry* [the competitive approach] *of the press. The assembled journalists waiting outside the tomb were seething with rage* [angry] *because Carnarvon had signed an exclusive deal with the Times. Rival titles* [newspapers] *sent journalists over with the explicit aim of spoiling it all* [Carnarvon's success]. *It was Arthur Weigall, writing for the Daily Express, who told the story that he had given Carnarvon six weeks to live ...*

48 C

The answer comes from *The mummy's curse was actually a fevered invention of* [it was first conceived by] *those who came later ... tomb-raiders and excavators, greedy for riches*.

49 E

The practical purposes are - *powdered mummy ... rubbed on wounds as a salve* [medicine], the addition of mummy to *tubes of oil paint*, and *bitumen-soaked mummies burned for a long time*.

50 B

The writer says that *English writer Sir Arthur Conan Doyle who was admired at the time as a man of great intelligence ... declared to the waiting press that an evil spirit may have caused Lord Carnarvon's fatal illness. A gullible* [easily-convinced, overly-trusting] *public were duly impressed and the stories have continued up to the present day*. In other words, the writer is saying that because Conan Doyle was famous and respected, the general public had no doubts about what he said.

51 E

The writer refers to the case of *Ötzi, the mummified iceman of the Alps ... discovered in 1991*. The writer then reports that *the team that lifted him from the ice have steadily met with accidents* but then says *so it is said* and *each incident thrillingly reported by the tabloids* implying that this may not be true.

52 C

The writer says that *An obscure, [anonymous] transitional pharaoh [ruler] in the Middle Kingdom, dead at 18 and shoved in a cramped and unfinished tomb, was raised to eternal fame* [brought to public attention] *by his unearthing. This would be a blessing* [a good thing], *not a curse*.

53 E

The particular person is *19th century American writer Mark Twain* who *joked that steam trains were fuelled by them* [mummies]. *His sense of transgression* [giving offence] *and what might be culturally-appropriate seems to have escaped him*

54 A

The writer tells us that the discovery of the tomb was so celebrated because it occurred when *a gloomy post-war world was still mourning the dead of that terrible conflict and the influenza pandemic that had followed shortly afterwards*. In other words, because of recent suffering, people welcomed a ‘good news’ story about a remarkable achievement.

55 B

The writer refers to coincidences in the following lines: *It was said that the lights had flickered off across Cairo at the precise moment of the Earl’s death and that when the mummy of the king was unwrapped, a wound on the cheek exactly matched the place where Carnarvon had been bitten*.

56 D

The writer says that people are likely to become sick if they come into contact with the dead in a confined space like a tomb because of bacteria: *It seems wise to avoid being too close to dead bodies, and there are many explanations of the curse that explain it as infection [sickness] resulting from bacterial build-up [growth/increase] in confined tombs*

PAGES 27–31

Writing Part 1

Further Practice and Guidance (pages 30–31)

A detailed study: Essay

Content

- 1 recycling and energy conservation
- 2 (recycling) children already know about sustainability/ schools can put recycling containers in classrooms/ children can be taught how to reduce the amount of packaging they bring to school (energy conservation) children are concerned about the environment – therefore they will be willing to help out with energy conservation projects and simple tasks.
- 3 Perhaps the opinion given about energy conservation. Remember that referring to the opinions is not compulsory.
- 4 Yes. The candidate writes ‘The priority for schools ... energy conservation ...’
- 5 Yes. The candidate says that energy conservation can help reduce the school’s carbon footprint and their budget. He repeats the same idea in the final paragraph.

Organization

- 1 A
- 2 i introduce main ideas - As for
 - ii add new ideas - In addition
 - iii show contrast or concession – however
 - iv show consequence – therefore

Language

- 1 shows/indicate
- 2 schools/educational institutions
- 3 used/consumed
- 4 idea/concept
- 5 reducing/minimize
- 6 responsible for/in charge of
- 7 beneficial to/advantageous
- 8 money/budget

PAGES 32–33

Writing Part 2

Further Practice and Guidance (page 33)

A detailed study: Report

Communicative achievement

- 1 Your manager.
- 2 Register: impersonal language and an objective tone. Format: A clear heading, sub-headings, and clearly separate paragraphs.
- 3 An aim of the report is to (b) improve the way that risks are described and dealt with. One challenge was that staff (a) felt it was taking too long to read health and safety material. A second challenge was that (b) warehouse employees couldn’t read or write well.
- 4 Introducing a regular Friday-morning session so employees didn’t have to spend time on health and safety material at home. Hiring a literacy tutor to help employees with reading and writing skills.

Language

- 1 has been made
- 2 were asked
- 3 were received
- 4 are ... scheduled/have ... been scheduled
- 5 has been contracted
- 6 have been put
- 7 will be held/is going to be held

Model answer for Question 2 (Letter)

To the editor

As a member of the local community, I am deeply frustrated by the council’s short-sighted decision to close down the skate park. I would like to add my voice to your campaign.

First of all, I should explain that I am a father with two teenage boys, and that we live directly opposite the skate park. My boys have been going to the park for the last five years, and apart from developing their skills in a safe environment, they have also made a good number of new friends and expanded their social network. Further, I feel that this facility is giving them the opportunity to maintain their physical fitness and develop their self-confidence.

Considering there are few other facilities for young people in this area, it surprises me that the council cannot see the benefit of

keeping the skate park open. When teenagers have nothing to do, this is when some of them turn to anti-social activities such as graffiti and vandalism. Keeping them occupied in a positive way actually benefits the whole community. Furthermore, for families in lower socio-economic groups, the skate park provides an enjoyable and free way of spending time.

I would suggest that your newspaper sets up an online petition that local residents can sign. In this way, perhaps the council will finally understand how many people are opposed to their proposal. Simon Moore, Brunswick.

PAGES 34–36

Listening Part 1

Further Practice and Guidance (pages 35–36)

- 1 should be
- 2 if they need ideas
- 3 sort out this awful situation
- 4 I can’t see
- 5 doesn’t put most people off
- 6 available to buy
- 7 open-minded
- 8 physical symptoms
- 9 put off going
- 10 trustworthy
- 11 always aware of
- 12 going to do
- 13 for years
- 14 warn
- 15 aware of how close
- 16 a warning

1 A 2 C 3 B 4 A 5 C 6 B

1

A The answer comes from *Kwabena had decided he wasn’t going to wait around* [he wasn’t waiting for government help]. *He says he wanted to come up with* [think of] *an idea that would sort out* [solve] *this awful situation in his lifetime*.

B There is no mention of Kwabena going overseas – only that other similar projects exist there.

C The speaker Richard says that it would be a good idea if governments sponsored/funded these projects, and not that they have given money to Kwabena.

2

C Richard says *you can get bags made of bamboo or other fabrics but only a minority of people are using them, so I’d say* [in my opinion] *it’s up to the supermarkets* [the supermarkets have a responsibility to] *to start promoting them a bit more actively – so that customers know they’re available to buy instead*.

A Richard doesn’t think that making people pay 5 or 10 pence per bag will deter them from using them.

B He doesn’t believe the government will choose to ban plastic bags.

3

B The answer comes from *I’ve always been fairly open-minded when it comes to hypnotherapy ... at least when it comes to dealing with psychological issues*. In other words the woman is saying that she has always been willing to believe that hypnotherapy might be useful for treating psychological problems. This contradicts option A.

C She doesn’t say anything about the effect of hypnotherapy on its believers – only that she believed it might work.

4

A The man thinks that many people do not trust hypnotists – *not trustworthy* – and the woman agrees with him *I think you’re right*.

B The woman insists that people are in control of themselves during hypnotherapy.

C The man comments that people are *put off* [discouraged] by TV hypnotists – but not that they are disappointed with their own experience.

5

C Fiona says *the hardest thing for me is being constantly alert to the risks because even though you do warn people about them, they just don’t realize what could happen*.

A This is not possible because Fiona says the people on her tours have been going to the zoo for years.

B She also says that people aren’t sure what is going to happen on the tour – she doesn’t say that the visitors insist on seeing certain animals

6

B Fiona says *from that moment on I’ve always been doubly* [twice as] *aware of how close I am to an animal and what tools it has to get to me* [attack me with] *as well*.

A She does not say that she doesn’t want to work with chimpanzees again – only that she will be more careful in the future. She also says *he could have been a lot nastier ... it was just a warning*. In other words, she admits the chimp did not treat her too badly.

C Fiona knows why the incident occurred: she had been standing too close to the chimp’s food.

PAGE 37

Listening Part 2

7 scared 8 interactive displays 9 imagination 10 skeleton 11 marine 12 (volcanic)eruption 13 insulation 14 donations

PAGE 38

Listening Part 3

15 A 16 C 17 C 18 B 19 A 20 D

15 A

Peter is in the army when he meets a man from the navy: he asks: ‘Where have you been?’ He [the navy man] said ‘All over the world’ and yeah, I liked the sound of that [I thought that seemed interesting]. *The navy was for me* [I decided I would be suited to the navy]. *In the army the only option I had ahead of me was a few months in Singapore*. From this we can see that he wants to travel around the world, not just Singapore.

16 C

Peter starts by saying that the discipline and training is much harder in the army compared to the navy. He then says *However, I did have a hard mother and discipline was what she was all about* [discipline was what she believed in]. He says that she taught them to obey orders but also to be leaders, and to show others how to behave by giving a good example. He says *that’s how you do it in the navy* – which means that the navy expect their officers to set a good example, too. He finally says *my mother set us on the right track in that respect* [my mother prepared us for this kind of behaviour] *and so the transition to the navy was easy*.

17 C

Peter explains that it is difficult for some young people to adjust to rules and regulations ... *And taking care of themselves ... Mum used to do your washing and your ironing ... so a lot of these kids ... don't even have these skills.* In other words, he is saying that they have never had to be responsible for their own actions, lives and routines. He suggests they [school leavers] need to be aware that *life in the navy is about self discipline* [taking responsibility for yourself] *and that they're going to have to adjust to that. If you can achieve that, you'll do well.*

18 B

Peter says that older people from his hometown are curious about him, and that people his own age are jealous. He explains that he was the only person from his town to join the military and suggests that most people who stayed there have no sense of purpose and not much hope of a good future. He concludes by saying *So when I go home, it, er, reminds me of how far I've come, everything I've accomplished – and I get a lot of self-satisfaction out of that, to be honest.*

19 A

Peter says that the public often question why it is necessary to have a navy when their country is not at war. He thinks it would be useful to make the public aware of the other things that the navy do – for example, stopping illegal fishing vessels and drug smugglers.

20 D

Peter gives an example of how a fellow officer called Brendan left the navy after ten years' service. He applied for a job as a border control detective with the customs service, and was chosen over people with many more academic qualifications. Peter explains that *the skills that he* [Brendan] *attained* [got] *from the naval police were exactly in line with what they wanted* [were the same as what the customs department wanted]. *The guys from university had limited ability in communication and leadership but the customs people were confident* [sure] *he had everything they required, and that's why the application was successful.* In other words, the skills that Brendan got from the navy could be transferred [also used] in his new job.

PAGES 39–41

Listening Part 4

Further Practice and Guidance (pages 40–41)

Speaker 1

- 1 foreign clients, remember names
- 2 professional, junior members of staff
- 3 Have you met
- 4 assistant

Speaker 2

- 5 equipment
- 6 lens
- 7 offended, paying money, portrait
- 8 business, recommendations

Speaker 3

- 9 self-confidence
- 10 just started
- 11 looking down on
- 12 small

Speaker 4

- 13 terms
- 14 much to say, contrived
- 15 gap of 20
- 16 physics teacher

Speaker 5

- 17 showing my CV (curriculum vitae)
- 18 catering, eight years in the job
- 19 take me on

21 E 22 G 23 F 24 H 25 D 26 C 27 B 28 G 29 F 30 H

Speaker 1

21 E 26 C

The first speaker says *when I'm supposed to be showing foreign clients around* – this suggests he is in business. He also says *it* [this inability to remember names] ... *doesn't exactly come across as professional, does it?* and *I'm supposed to be setting an example to the junior members of staff.* He also mentions that he has an assistant. This suggests he has an important position in his company – in this case a manager. He says that he finds himself saying *Have you met?* which is the way to begin an introduction.

Speaker 2

22 G 27 B

The second speaker is a photographer who takes pictures of children. She is saying that she is not always able to recognize whether a small baby is male or female so sometimes she says *Have you got a name yet for ... ?* and doesn't say 'him' or 'her'. She worries that this will offend the parents who will not recommend her to others. She mentions *equipment, the lens* and *portrait* which tell us that she is a photographer. She also says *They* [the parents] *feel offended and they're paying money to have their kid's portrait* [formal photograph] *taken. It's not exactly good for business or personal recommendations.*

Speaker 3

23 F 28 G

The third speaker is talking about her inability to order from a foreign menu – she is embarrassed about making a mistake with pronunciation when ordering – or not exactly understanding what the dishes are. We can understand that she is a new employee from *we go out to eat after work*, and *I've just started in our department.* We know that the other people in her department make her feel inferior from *I don't have much self-confidence in general ... I really feel exposed and I'm fed up with them all looking down on me. It makes me feel really small* [inferior].

Speaker 4

24 H 29 F

The fourth speaker starts by talking about his time at school. He then talks about his old classmate, Peter, who has organized a reunion of all the people in his class 20 years later. He finds the reunion very embarrassing because nobody knows what to say to each other. We can understand that the speaker is talking about school from *a couple of terms ... I was in the same dormitory ... everybody remembered hating the physics teacher.* The idea of an unnatural social situation comes from *nobody had much to say to anybody and the few conversations we had were utterly contrived* [unnaturally created/not genuine].

Speaker 5

25 D 30 H

The fifth speaker is talking about a trip to Greece. He practised some Greek phrases on a restaurant owner but the owner laughed at him. He says that he wants to improve his Greek so that when he returns to Greece, other restaurant owners will be more impressed and more likely to give him a job. We know he is an experienced chef from *my catering skills are alright. They should be after eight years in the job!* We know he is trying to impress potential employers from *I thought it might make more of an impact if I could show I knew a bit of the language ... showing my CV around ... I want to be taken seriously* [I want people to recognize my ability]. *There won't be many people prepared to take me on* [hire me] *unless I have some idea of the language.*

Test 2

PAGES 47–49

Reading and Use of English Part 1

Further Practice and Guidance (pages 48–49)

A detailed study

- | | | | | |
|---|----------------|--------------|----------------|---------------|
| 1 | a infer | b convey | c conduct | d express |
| 2 | a withdrawn | b split | c detached | d separated |
| 3 | a appear | b draw | c move | d Approach |
| 4 | a presented | b tempted | c demonstrated | d shown |
| 5 | a view | b sight | c notice | d perception |
| 6 | a expectations | b suspicions | c calculations | d estimates |
| 7 | a assists | b informs | c enables | d facilitates |
| 8 | a related | b connected | c descended | d evolved |

1 B 2 C 3 D 4 C 5 D 6 B 7 C 8 A

PAGE 50

Reading and Use of English Part 2

- 9 **like:** In this context, *like* is a preposition, and means 'similar to'.
- 10 **being:** Although the verb 'hate' is often followed by an 'ing' form, in this case the auxiliary 'being' is helping to form a passive structure 'being left alone'. (by its handlers).
- 11 **having:** we can use the participle clause 'having' instead of 'who have'.
- 12 **even:** The phrase 'even though' means 'despite the fact that'.
- 13 **such:** is followed by 'a' + (adj) noun. In this context, it means 'In a situation like this one'.
- 14 **because/as/since:** In this context, all these conjunctions are followed by an explanation of the previous clause, sentence, idea.
- 15 **no:** this forms part of the phrase 'no longer'. In this context, it means 'the handler cannot hear him anymore'.
- 16 **whether:** *whether* is often preceded or followed by the verb 'depends' e.g. 'Are you going out?' 'It depends whether I've finished my work.'/'Whether this is an example of real lying depends on your interpretation of the chimpanzee's behavior ...'

PAGE 51

Reading and Use of English Part 3

- | | | |
|----------------|------------------|----------------|
| 17 mistakenly | 18 irreplaceable | 19 accompanied |
| 20 likelihood | 21 overcome | 22 accessible |
| 23 precautions | 24 deterrent | |

PAGES 52–54

Reading and Use of English Part 4

Further Practice and Guidance (pages 53–54)

A detailed study

- 25^a
a why b it c was stolen/could be stolen d so
- 26
a has b past simple i.e. had c no d of e give up
f prepositions are often followed by the 'ing' form, so *give* becomes *giving*
- 27
a made b a c to learn d something
- 28
a regret + ing i.e. trying b not i.e. not trying to c get along/on
- 29
a no matter how b tough it c may
- 30
a be b out i.e. sorted out c in

- 25 why it][was/could be stolen so
26 has no/hasn't any intention of][giving
27 made a change][to learn something
28 not trying/having tried to][get along/on
29 no matter how][tough it may
30 be sorted out][in

PAGES 55–56

Reading and Use of English Part 5

31 D 32 B 33 A 34 A 35 C 36 D

31

D The answer comes from *At one time the notion of a career on stage may have been frowned upon. 'To frown upon something' means 'to disapprove of it'.*

A It was usual for comedians only to receive free drinks and sandwiches.

B There is no mention of awards or trophies that were offered in the past.

C The text only says that *stand-up comedian(s) would have to endure years on the circuit of small-time venues.* This means that comedians were forced to give many performances in places that only attracted a small audience. They did this as they hoped it would lead to a successful career, but this was not always the case.

32

B The answer comes from *five comedy awards that are regarded in the industry as one long audition for lucrative TV work.* So, comedians take part in the festival in order to show their level of ability to TV producers or *a top agent.*

A There is no mention of comedians wanting to 'revolutionize' comedy. The *revolution* which is mentioned refers to the growing interest in watching comedians.

C Although the number of people watching comedy is growing, a *diverse audience* suggests 'people from different social or cultural backgrounds'. There is no mention of comedians hoping to be seen by a diverse audience.

D There is no mention of a cash prize, only the possibility of future work in Melbourne or Montreal, where the comedians may receive a salary, not a prize.

33

A The answer comes from *it's not all milk and honey for those seeking fame and fortune*. *Milk and honey* are a metaphor for the good things in life. The answer can also be found in *There are many, many comedians who have been around for years without a breakthrough*. This means they have tried for a long time to become successful, but have failed.

B Although Burdett-Coutts refers to three cities where opportunities are limited, he does not say that comedians should not try to work there or in other cities. Perhaps some comedians will succeed.

C Burdett-Coutts only says there are many comedians looking for success. He doesn't refer to how talented they may or may not be.

D Burdett-Coutts *maintains that there's room for another comedy festival in a seemingly overcrowded market*. This means that he believes that the market is not really overcrowded and that another festival is possible.

34

A *What you have these days is a concern with the comic's creative potential. They may think someone ... has a talent that could be put to better use coming up with ideas for sketches in established TV shows or even for editing scripts*. This means that TV producers are looking for comedians who can write jokes for other people.

B The text says *Not so long ago, TV producers would want to see someone up there performing live ...* This is not the key because it refers to a past situation.

C *and audience reaction was the bottom line*. This means that how the audiences responded to a comedian was the most important thing, but again, it is referring to a past situation.

D The text says *Despite the risk of obscurity*. This means that there is a chance that the comedian will never become well known or successful. However, there is no reference to the comedian's attitude towards this.

35

C Lisa says *It certainly helps in terms of knowing whether a joke is 'sayable' or if the timing's right when they go into writing or production*. This means that new comedians can test their material and their act on live audiences before later going on to work as writers.

A The text states that if a new comedian wins an award, afterwards this will lead to work opportunities where he or she can practise their act.

B Lisa *believes they are hardly an automatic guarantee of well-paid comedy life*. This means she thinks the awards do not necessarily lead to success.

D There is no mention of this in the text. There is a reference to *the industry shop window* which means that TV producers and agents are able to see a lot of different comedians perform, but it does not refer to a choice that comedians make.

36

D The answer comes from *I couldn't face starting over, doing try-out sessions ... my heart sank at the thought*. Whelans had already had a successful career with a comedy partner. When this partnership finished, he did not want to start from the beginning again, trying to create a solo act. *I couldn't face* and *my heart sank* both refer to his lack of enthusiasm.

A This is untrue. Whelans says that *there are hundreds of competent, blandish, slightly uninteresting stand-ups who I would be up against*. This suggests that he regards many other comedians as 'average' or having little talent. He did not want to waste time taking part in events in order to prove his ability.

B Whelans says that people in the industry can earn a lot, but this is not the same as what his expectations were regarding his own salary when he became a writer.

C The text says that his comedy act with a partner finished, but there is no reference as to why this happened. It does not say that Whelans found team work difficult.

PAGES 57–58

Reading and Use of English Part 6

37 A 38 B 39 D 40 C

37

Writer C comments on the *reliability of Pearson's research* in the following: sentences *Pearson spent many hours in overseas institutions where these robots are in use, observing and collecting information, so no one can doubt his credibility*.

Writer A shows he has a similar opinion to C in the sentences *Pearson had clearly put in the groundwork* [done a lot of research]; *he had compiled impressive statistics* relating to the successful use of robots in ...

38

Writer A feels positive about Pearson's delivery: *He employed his usual winning manner to good effect in 'The Future of Public Health', holding the audience entirely spellbound with a clever balance of hard fact and anecdote*.

However, writer B is not impressed with Pearson's manner of delivery. He says ... *Pearson missed the opportunity to engage with the assembled crowd; as mentioned before – he has the graphs and the static images of robots in action – but struggles [finds it difficult] to put a good argument together*.

Like writer A, writer C states: *there was indisputable proof that Greg Pearson deserves his reputation as an inspirational figure. Articulate and passionate, he set out* [described] *his vision ...*

Writer D says: *Pearson explains it all in a compelling* [very interesting] *and charming way ...*

39

Writer A feels that Pearson's current project – his own robot – will be very useful: *The work he is ... carrying out in this field; the development of a robot to assist with physical rehabilitation, is remarkable; no doubt this machine will have immense application [can be used a great deal] in both private and public facilities*.

Writer D also states that: *Pearson has been working on a robot that will aid in the rehabilitation process, meaning that patients will be able to walk independently once more; this is medical revolution in the making!* In other words, he is saying that Pearson's work will have a huge impact in the medical field.

40

It is only writer C that says other doctors (medical professionals) like the idea of using robots in the future: *Judging by the response from fellow academics and doctors, he is not alone in dreaming of a future in which robots are the good guys*.

Writer A suggest many medical professionals are sceptical about the use of robots: *Sceptics in the medical field, and there appear to be more than one would imagine, should sit up and take note*.

Writer B says: *but I feel he has a way to go in convincing* [he hasn't yet convinced] *doctors and health practitioners that this is achievable or desirable*.

Writer D says: *even if there are other physicians who disapprove of the move towards robot use*. In this context, he is implying that there are physicians [medical professionals] who don't want robots to be used in health care.

PAGES 59–61

Reading and Use of English Part 7

Further Practice and Guidance (page 61)

A detailed study

41 E

There's less excuse for ... explorers and scholars who were ... more naïve. Other people should have been able to recognize whether they were looking at real wool or not.

42 D

too suggests that the option must contain a similar description: *when the fruits ripened ... to reveal tiny lambs*. The words referring to *tales and stories* are in some versions.

43 B

he had heard this from reliable sources. *Reliable sources* means in this context 'people you can trust'.

44 G

Still it eluded them refers to *lamb* (singular) and *travellers* (plural). The word in the first line of that option which means 'to avoid being found' is *elude*. In the phrase *And so it went on*, the word *it* refers to the idea in option G that people who doubted the lamb-plant's existence were then persuaded it did exist. The idea continues in the text: *As soon as anyone voiced doubts ... (there was) new 'evidence'*.

45 C

This option contains a 'singular' reference: *a curious object ... a sort of toy animal*.

46 A

This option contains a reference to *the case*: *And so it was ... for 180 years*. In other words, the case was closed for 180 years. The text under 46 also mentions 'Henry Lee' by introducing him as *a little known naturalist*.

41 E 42 D 43 B 44 G 45 C 46 A

PAGES 62–65

Reading and Use of English Part 8

Further Practice and Guidance (pages 64–65)

A detailed study

1 It would be the brain making an effort, rather than the body. Associated words might be: consider/consideration/reflect/reflection, cognitive, mental, intellectual, cerebral, etc)

2 Some examples might be slips, errors, fault, inaccuracy, oversight.

3 The reviewer is saying that the author has previously written other books, but recommends that readers start with the one being reviewed.

4 b approves of the use of doubt

5 The first is a style used in storytelling: to keep the reader's attention it might use language to create a feeling of pace and suspense. The second is used in books written about factual subjects; the language is objective and impersonal.

6 similar ways

7 a This person can think in a clear and logical way

8 a doesn't usually receive much attention

9 c uncritical

10 'I didn't know much about it ...' or 'I had the wrong idea about it'

47 D 48 C 49 A 50 B 51 D 52 B 53 A 54 D 55 C 56 A

47 D

The answer comes from *Zirker's explanations are clear and sharp, although don't expect him to lead you by the hand*. This means 'don't expect him to make the explanations easy'. The reviewer reinforces this warning by saying *You do need the mental stamina* [effort and strength] *for some serious pages of physics and daunting diagrams*.

48 C

The answer comes from *The text has been translated from the French and in places, not so successfully*. The reviewer also says that the book contains *appalling zoological errors* [factual mistakes about animals]. However, the reviewer also says that these few problems with style and content are *forgivable*.

49 A

The answer comes from '*Small Wonder*' is ... *a great place to set out from before you tackle her backlist*. The reviewer is saying that people should read *Small Wonder* before reading the books that the author has previously written.

50 B

The reviewer states that *The focus on what remains a matter of speculation has the paradoxical effect of highlighting the areas in which seismologists are confident, making it easier to deal with the ambiguities*.

51 D

The answer comes from *He employs a storytelling-meets-college textbook approach to great effect, meaning he mainly avoids confusing scientific equations*. The reviewer is saying that the author has chosen to combine a story-telling approach with an academic style which does not become too complicated.

52 B

The reviewer compares earthquake predictions with car engines and repairs, suggesting that both provoke a feeling of uncertainty which leads to stress and anxiety: *Anyone who has ever driven an elderly ... car knows the feeling: it's going to break down, but who knows when, where and what part of the system will fail? Predicting earthquakes produces much the same kind of unease*.

53 A

The reviewer says of Barbara Kingsolver: *Possessed of an analytical mind, she's capable of putting it all down with real passion* [enthusiasm]: *a rare find*.

54 D

The answer comes from *Up, down, in or out. If that's about as much attention as you pay the Sun, that's a shame as you're ignoring something incredible*. In other words, if you only think of the sun as coming up in the morning/going down at night, etc. you are not thinking about all the other amazing facts about it.

55 C

The reviewer says that the book steadily remains objective, neither apologizing for nor criticizing the modern zoo.

56 A

The reviewer says that *I had her* [the author] *filed in a 'sentimental nature-lover ...' category ... a few years ago, I read my first Kingsolver* [book] *and abandoned my ill-founded prejudice*. In other words, the

reviewer is saying that she had previously believed Barbara Kingsolver’s books were too sentimental but recently she has discovered that this is not true.

PAGES 67–69

Writing Part 2

Further Practice and Guidance (pages 68–69)

A detailed study: Proposal

Content

- 1 reasons: the facilities are better in other gyms, the opening hours aren’t long enough.
- 2 recommendations: upgrade rowing and running machines, replace missing equipment, install security cameras, open and close earlier, advertise the changes.

Communicative achievement

- 1 the college director
- 2 the candidate has used tentative and hypothetical structures such as ‘I would suggest’, ‘Another recommendation would be ...’ ‘If these changes ...’

Language

residents – residence

access – access

mentionned – mentioned

equipment – equipment

disappeared – disappeared

preferably – preferably

feasable – feasible

using – using

1

- a ii The structure *I wonder if* is a polite and tentative way of making a suggestion. The passive *might be held* is also less direct/more tentative than an active form.
- b i The past continuous of *to hope*, *to think*, and *to wonder* can be used to make diplomatic or tentative suggestions in English.
- c ii *Would it be possible ...* ? is used for polite requests or suggestions.
- d ii is more polite
- e i *Perhaps* is a more formal way to say *Maybe*
- f ii Using the passive makes the action more important, i.e. *It should be done ...* . In an active sentence, i.e. *You should do it*, this can sound rather aggressive or accusatory.
- g i *feel* can replace *think* when the speaker wants to make a tactful suggestion and avoid sounding too direct.
- h ii The second conditional, i.e. *If we did this, there would be ...* makes the suggestion sound more tentative. The first conditional, i.e. *If we do this, there will be ...* can sound too direct.

2

- a considerable number; were uncertain
- b It’s possible; are reluctant
- c with greater flexibility
- d in bad condition
- e implement

PAGE 70

Listening Part 1

1 B 2 A 3 C 4 C 5 B 6 A

1 B

The woman says *I actually felt cheated* [I thought I had been deceived and had not got what I deserved] *my husband had been enjoying a really expensive weekend, and I hadn’t* [she regrets that she did not know the true price of the hotel room].

2 A

The man says *people should buy expensive wine if it really gives them additional pleasure* and the woman agrees by saying *And if paying \$45 for wine makes you happy, why not?*

3 C

Petra says *I’m basically lazy and ... the idea of running five or six times a week doesn’t actually appeal*, [do not think this is enjoyable] *so I was more than pleased when I found out I didn’t have to*. In other words, she does not want to train very hard by running regularly.

4 C

Petra explains that Sean *encourages people to work on improving their overall strength before they go anywhere near* [start to think about] *an actual long run – so I was doing tons of sit-ups and press-ups and weight-lifting* [examples of strength training] – *that kind of thing – before I did any kind of practice running at all*.

5 B

Laura says that she enjoyed school but admits that *there are children who shouldn’t be there – it just doesn’t suit their learning style*.

6 A

Bryan says that ‘unschooling’ *is a relatively recent trend* [it’s a new development] *as far as educational theory goes and there’s not been a proper study into how successful it actually is*. In other words, Bryan is saying that there is no proof yet about the success or failure of ‘unschooling’.

PAGES 71–72

Listening Part 2

Further Practice and Guidance (page 72)

A detailed study

- 7 An aspect that’s important; A significant issue
- 8 a I hadn’t guessed; I didn’t know/expect/realize.
- b change/turn into/renovate
- c Westport.
- 9 a the colour scheme, new windows, lighting, redesigning the use of space etc
- b not finished. The question states ‘ ... still working on ... ’
- 10 a roof
- b it reminds me of
- 11 finance, plans, materials, consent forms, a workforce
- 12 a junior architect
- b easy to carry/moveable/convenient/handy
- 13 a other countries
- b awesome/incredible etc
- 14 a technical design
- b talented at/skilled in/perform well with etc
- c drawing/using software/negotiating etc

7 environment 8 fire station 9 lighting 10 ocean
11 materials 12 shelter 13 volunteers 14 communication

PAGES 73–76

Listening Part 3

Further Practice and Guidance (pages 74–76)

15			
1 B; ii	2 A; iii	3 D; iv	4 C; i
16			
1 C; iii	2 A; i	3 B; iv	4 D; ii
17			
1 D; i	2 C; ii	3 A; iv	4 B; iii
18			
1 D; ii	2 B; iii	3 A; iv	4 C; i
19			
1 B; iv	2 A; iii	3 C; ii	4 D; i
20			
1 B; iii	2 D; iv	3 A; ii	4 C; i

15 B 16 A 17 C 18 C 19 D 20 B

PAGE 77

Listening Part 4

21 B 22 G 23 E 24 H 25 D 26 C 27 A
28 D 29 F 30 B

Speaker 1

21 B 26 C

The first speaker is talking about her favourite pop group when she was a teenager. She mentions her friend Simon, but does not say that Simon influenced her. We can understand that she is talking about a pop group/pop star from *they weren’t that well known ...* [then] ... *they got pretty big* [became successful], *the* [music] *albums ...* . *The lead* [the main singer or guitar player] *was my absolute idol ...* She adds *when things were really bad at home ... my parents were rowing* [arguing and shouting] ... *I’d turn the sound up ... It was a way of escaping ... a way of dealing* [managing/coping] *with all the bad stuff going on* [the bad things happening in my life].

Speaker 2

22 G 27 A

The second speaker is talking about his interest in writing when he was a child. We know he is a writer from *I was quite a voracious reader* [I read a lot] *and I also had my own ideas for stories*. His talent for writing is first referred to when he says *I suspected I could write*. We can guess he is talking about his teacher from *It was Mrs Shelly that gave me the push I needed* [she encouraged me] ... *she read out one of my essays to the whole class*. By saying *Mrs Shelly*, we can tell that he had a formal relationship with the person who influenced him. An essay is a piece of writing you produce in school. When the speaker says *I reckon it was her who started me off* he is again referring to Mrs Shelly encouraging him to start writing and develop his talent.

Speaker 3

23 E 28 D

The third speaker is talking about how her father was a very honest and direct man. We can understand that she is talking about her father from *Mum never got used to it. She’d be after* [she wanted] *some compliment ... and he’d tell her straight out ‘No love, it’s wrong on you’*. We can understand that she wants to develop his father’s qualities when she says *I’d like to think I take after him* [inherited his qualities/personality] and *I’ve certainly made an effort to apply his honesty and directness in my work*.

Speaker 4

24 H 29 F

The fourth speaker starts by talking about his life as a journalist now and how he often remembers his childhood friend, James. He says that James was a very interesting person and that it was James who originally intended to become a journalist. We can understand that he is describing a childhood friend from *I was a miserable teenager ... James moved in next door and I was allowed to go round there* [to visit him]. We can understand that the speaker became interested in experiencing new things when he says *stories and photos from all around the world ... were a real eye-opener* [they made me think about things I had never thought about before] ... *James gave me the desire to go off exploring and discovering*.

Speaker 5

25 D 30 B

The fifth speaker is talking about a TV star and the way he and his classmates used to copy the TV star’s *moves* [the way he used to fight]. We can tell he is talking about a TV star from *It was on* [the programme appeared on the TV] *every Thursday night at 5 o’clock ... I’d ... grab the remote control*. We can understand that he got into trouble for behaving like the TV star from *I did this karate kick on a mate of mine and he ended up in hospital ‘cos he’d fallen backwards and bashed* [hit] *his head on some stone steps. ... my parents were furious* [very angry]. *I had to stay in my room away from the television for a whole month* [I was forbidden to watch TV].